



**BUILDING
COMMON
CORE LITERACY
WITH EACH
WORLD
LANGUAGE
UNIT**

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An ACTFL Workshop for Atlanta Public Schools

atlantaactfl2013.wikispaces.com/home

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Handout	
ACTFL Proficiency Guidelines	ACTFLProficiencyGuidelines2012_FINAL.pptx Details Download 219 KB
ACTFL Performance Descriptors	PerformanceDescriptorsLanguageLearners.docx Details Download 6 MB
Alignment of National Standards with Common Core	Aligning_CCSS_Language_Standards_v4.pptx Details Download 899 KB
Standards/Modes Reference Page	Modes Reference Page.docx Details Download 42 KB

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Focus Question:

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How does learning a world language help build Common Core literacies?

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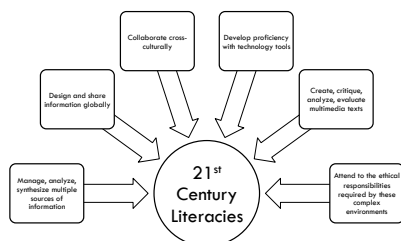
Content-Rich Units of Instruction

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- 1 • Literacy and Common Core
- 2 • Thematic Unit Design
- 3 • Interpretive Mode
- 4 • Interpersonal Mode
- 5 • Presentational Mode

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NCTE Definition of Literacy



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Students who are college and career ready...

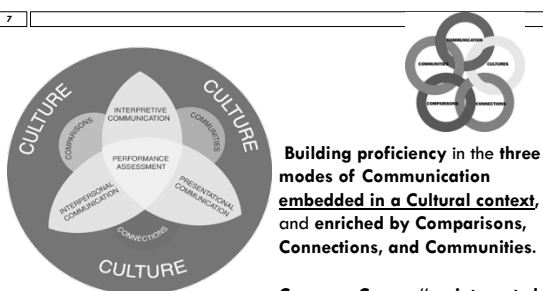
- ☐ Demonstrate independence
- ☐ Build strong content knowledge
- ☐ Respond to the varying demands of audience, task, purpose, and discipline
- ☐ Comprehend as well as critique
- ☐ Value evidence
- ☐ Use technology and digital media strategically and capably
- ☐ Come to understand other perspectives and cultures

<http://www.corestandards.org/ELA-Literacy>



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An integrated approach



Common Core = "an integrated model of literacy"

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Backward Design

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



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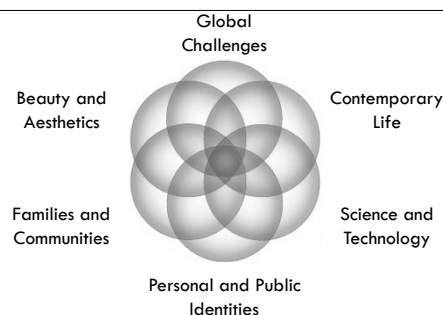
Mindset for World Language Unit Development

- Culturally focused: Leading with culture
- Communicatively purposeful: Building toward proficiency
- Intrinsically interesting: Relevant to learners
- Cognitively engaging: Thematically focused
- Standards-based: Reflecting goals for learning languages

--adapted from Helena Curtain

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AP Themes Guiding Unit Development



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Selection of Themes

Considerations:

- Age of learners
- Language level of learners
- Interests of learners
- Potential for real-world communication
- Potential to build cultural knowledge and understandings

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Connecting Themes to Important Questions

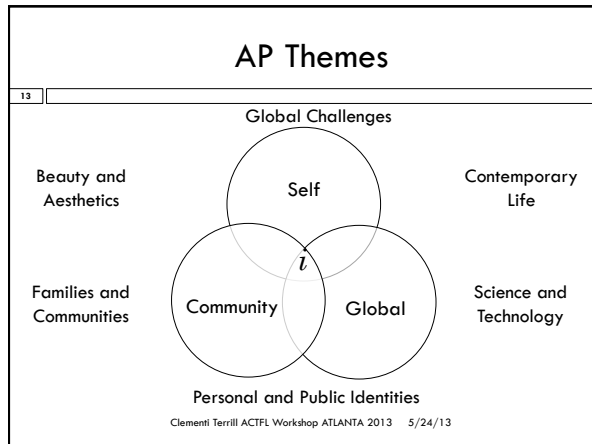
What makes your community special?

Why do people say "It's a nice place to visit but I wouldn't want to live there"?

How do communities remain vital?

	IDENTITY	INTERPERSONAL	GLOBAL
Personal and Public Identities	What are I, we, they, or they like to be? → How does what I do → define who I am?	How do I connect to or contrast with others? → What are I doing to gain → the skills that I can bring → to contribute to the global → world?	How does language and culture influence who I am and my view of the world?
Families and Communities	What is the family? → Why is community → important?	What is the family? → Why is the family → important? → How do places and events → define and shape the → identity of a community?	How does the family → shape the global → world?
Contemporary Life	How does clothing tell → a story? → Why are the → seasons? → Why are the → seasons?	How does clothing tell → a story? → How does clothing → shape the global → world?	How does clothing tell → a story? → How does clothing → shape the global → world?
Beauty and Aesthetics	How does society → imagine and promote → beauty? → Why are movies and → art?	How does society → imagine and promote → beauty? → How do movies and → art → shape the global → world?	How does society → imagine and promote → beauty? → How do movies and → art → shape the global → world?
Science and Technology	How does it mean to → "be green"? → What are the rights of → a citizen?	What is the relationship → between man and nature? → What are the rights of → a citizen?	What is the relationship → between man and nature? → What are the rights of → a citizen?
Global Challenges	What is the connection → between clean water and → health?	What is the connection → between clean water and → health?	What is the connection → between clean water and → health?

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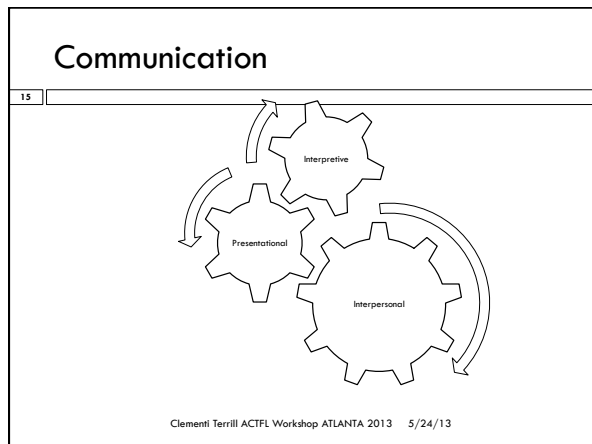


Global Challenges: Health and Wellness

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Level	Important Question	Topics/Concepts
Elementary	Why are sports important?	<ul style="list-style-type: none"> Physical Activity Pyramid Olympics Athletes
Middle	How balanced is my lifestyle?	<ul style="list-style-type: none"> School schedules and calendars Balance of work and play Impact of media on diet and exercise
High School	Why is global health important?	<ul style="list-style-type: none"> World Health Day Life expectancy National security/economics Pandemics

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Part One: Interpretive Mode

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- One-way communication
- **Authentic texts**
- Global understanding → Inferences
- Pleasure → Information

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Interpretive Mode

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Students understand and interpret written and spoken language on a variety of topics.

1. The text is authentic and is read, heard, and/or viewed.
2. There is no opportunity to interact with the writer, speaker or producer.
3. The task is to try to understand the gist and as many layers of detail as possible

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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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ACTFL Proficiency Guidelines 2012 - Reading

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Novice	<ul style="list-style-type: none"> • can understand key words and cognates, as well as formulaic phrases that are highly contextualized; get a limited amount of information from highly predictable texts in which the topic or context is very familiar • may rely heavily on their own background knowledge and extralinguistic support to derive meaning. • understand a text when they are able to anticipate the information in the text; recognition of key words, cognates, and formulaic phrases makes comprehension possible.
Intermediate	<ul style="list-style-type: none"> • can understand information conveyed in simple, predictable, loosely connected texts; rely heavily on contextual clues; can most easily understand information if the format of the text is familiar. • can understand discourse that is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. • are most accurate when getting meaning from simple, straightforward texts; understand messages found in highly familiar, everyday contexts; may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.
Advanced	<ul style="list-style-type: none"> • can understand the main idea and supporting details of authentic narrative and descriptive texts; compensate for limitations in their lexical and structural knowledge by using contextual clues. • understand texts that have a clear and predictable structure; the prose is uncomplicated and the subject matter pertains to real-world topics of general interest. • demonstrate an independence in their ability to read subject matter that is new to them; have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology.

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Interpretive Mode: Novice

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Characteristics of Texts Accessible to Novice Learners

- Short, highly predictable texts on very familiar topics
- Learner's background knowledge and imagery help derive meaning
- Cognates, key words, formulaic phrases support understanding

Characteristics of Performance for Novice Learners

- ☐ Understands words, phrases, and formulaic language that have been practiced & memorized to get meaning of main idea
- ☐ Simple, highly predictable texts
- ☐ Strong visual support
- ☐ Uses own culture to derive meaning

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Interpretive Mode: Intermediate

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Characteristics of Texts Accessible to Intermediate Learners

- Simple, predictable, loosely connected texts in everyday contexts; individual sentences and strings of sentences
- Familiarity with text format, predictable patterns of presentation help derive meaning
- High-frequency vocabulary, contextual clues support understanding

Characteristics of Performance for Intermediate Learners

- Understands main ideas and some supporting details
- Familiar topics from a variety of texts
- Relies on knowledge own culture with increasing knowledge of target culture(s) to interpret texts

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Interpretive Mode: Advanced

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Characteristics of Texts Accessible to Advanced Learners

- Authentic narrative and descriptive texts pertaining to real-world topics of general interest
- Clear and predictable structure of text supports understanding
- Contextual clues, knowledge of grammatical structures help derive meaning

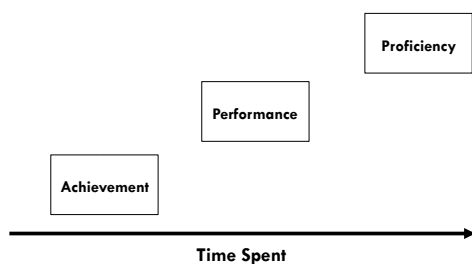
Characteristics of Performance for Advanced Learners

- Understands main ideas and supporting details
- Familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure
- Uses knowledge of cultural differences between own and target culture(s) as well as increasing knowledge of target culture(s) to interpret texts

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Working Toward Proficiency

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Common Core

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- Balance of Informational and Literary Texts
 - Interaction with Multiple Print, Auditory, and Visual Sources
- Close Reading of Increasingly Complex Texts
 - Increasing Proficiency and Independence



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Common Core: Increasing Complexity

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- Levels of Meaning
- Structure
- Language
- Knowledge Demands:
 - Life Experiences
 - Cultural/Literary
 - Content/Discipline Knowledge



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Common Core State Standards for English Language Arts and Literacy

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Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



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Common Core: Informational and Literary Texts

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Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

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Learner Preparedness

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- Background knowledge, personal experiences
- Familiarity with text type
- Pre-reading opportunities
- Knowledge: target language and culture
- Ability to analyze and make comparisons
- Clear understanding of purpose
- Past success
- Opportunities to practice

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



<http://www.copaindumonde.org/5145.0.html>

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Language without Culture?

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Language without Culture?

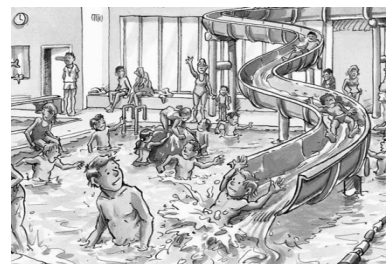
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It's raining.
Let's go swimming.

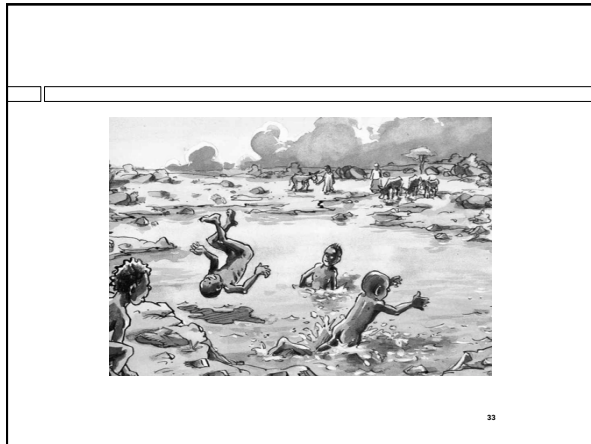
?

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A Country Far Away
Nigel Gray & Philippe Dupasquier
ISBN 0-531-07024-7



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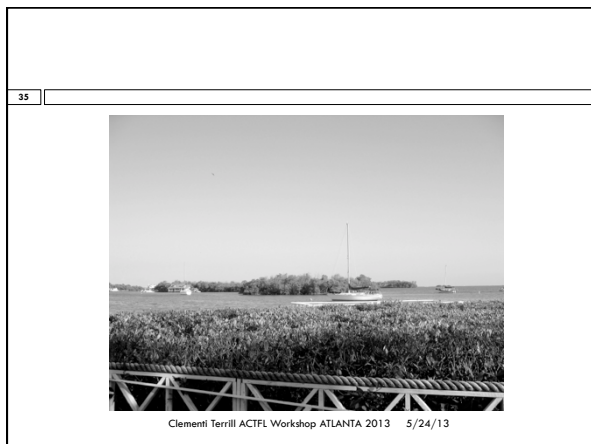
Language without Culture?

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Going by boat to an island for the day

???

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Jean and Andre

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Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade. What grade is Jean in?

Enriching Content Classes for Secondary Students (National Level)

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Education Systems: U.S. and France

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U.S.
Grade level

France
Grade level

6.....	6
7.....	5
8.....	4
9.....	3
10.....	2
11.....	1
12.....	terminal

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Strategic Reading

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Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> • Activate background knowledge • Establish purpose • Predict / Preview <ul style="list-style-type: none"> ○ Kind of text ○ Titles, pictures, graphics ○ First sentence/phrase ○ Cultural Background ○ Key vocabulary, not available from context 	<ul style="list-style-type: none"> • Silent • Individual • Active • Guided <ul style="list-style-type: none"> ○ Identification of key words, phrases, root words, prefixes, suffixes ○ Logical guessing ○ Contextual clues 	<ul style="list-style-type: none"> • Clarify • Reinforce • Extend knowledge

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Barco de refugiados

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Barco de refugiados

Lorna Dee Cervantes

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Como almidon maíz
me deslizo, pasando por los ojos de mi abuela,
biblia a su lado. Se quita los lentes.
El puden se hace espeso.

Mama me crio sin lenguaje.
Soy huérfano de mi nombre español.
Las palabras son extrañas,
tartamudeando en mi lengua.
mis ojos ven el espejo, mi reflejo:
piel de bronce, cabello negro.

Siento que soy un cautivo
a bordo de un barco de refugiados.
El barco que nunca atraca.
El barco que nunca atraca.

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Comprehensible Input

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Making Input Comprehensible

ACTFL Webinar
Tara Fortune

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Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

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Key Considerations

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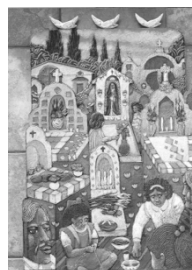
- Decide what students should know after reading the text. Determine what is essential.
- Determine what students should be able to do with the information once they have finished the text.
- Anticipate what might cause students difficulty. Consider elements such as:
 - background/cultural knowledge
 - vocabulary
 - organization of the text
- Model how they should hold their thinking while reading or listening to the text.

Adapted from *Do I Really Have to Teach Reading*, Chris Tovani
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Un regalo para Abuelita

En celebración del Día de los Muertos
ISBN 0-87358-688-1

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A. C. T. I. V. E


Amy Goodman
<http://www.asdk12.org/middlelink/LA/reading/ACTIVE/GetACTIVE.pdf>

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A.C.T.I.V.E.

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Ask Questions



Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

Thick questions vs. thin questions

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A.C.T.I.V.E. **Ask Questions**

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Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She liked helping her grandmother cook.

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Reading: Anchor Standard 1
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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Speaking and Listening: Anchor Standard 2 & 3
Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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A.C.T.I.V.E.

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

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A.C.T.I.V.E.

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Connect

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.

Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

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Reading: Anchor Standard 3
Key Ideas and Details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading: Anchor Standard 9
Integration of Knowledge and Ideas

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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A.C.T.I.V.E.

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Track Down


Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence


Sentence level - pick out key sentences


Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E		Track Down
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<p>"We need Abuelita here," Rosita told Abeulo in October. Her grandfather nodded. His brown eyes glistened.</p> <p>"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, <i>mija</i>. Make her a gift for when she visits us on the Day of the Dead."</p> <p>On the Day of the Dead, families remember the people they love who have died. Each family makes an <i>ofrenda</i> at an altar to welcome the dead. Everybody make gifts for the altar.</p>		
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<h2>Reading: Anchor Standards 4 & 5</h2> <p>Craft and Structure</p> <ol style="list-style-type: none"> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 		
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A.C.T.I.V.E.		
55		
<h2>Making Inferences</h2> <p>Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.</p> <p>Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.</p>		
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A.C.T.I.V.E		Making Inferences
56		
<p>Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.</p> <p>She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.</p> <p>"What a beautiful braid!" said the woman who sold them the bread.</p> <p>"Gracias, but it isn't finished yet," said Rosita.</p> <p>All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.</p>		
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Reading: Anchor Standard 1
Key Ideas and Details

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1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Language: Anchor Standards 4 & 5
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.


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A.C.T.I.V.E

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Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

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A.C.T.I.V.E **Visualizing**

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As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita.*

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Reading: Anchor Standards 4
Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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A.C.T.I.V.E

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Eureka! Synthesis!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T.

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Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

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Reading: Anchor Standard 6

Craft and Structure

6. Assess how point of view or purpose shapes the content and style of a text.

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Teaching Nonfiction Reading

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We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.



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Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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Read Remember

1  **Read** 3  **Remember**

2  **Cover** 4  **Retell**

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Juan Ponce de León



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

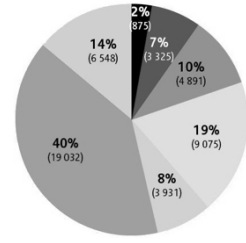
<http://www.elboricua.com/BoricuaKids.html>
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Interpretive with strong visual support

<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php4>

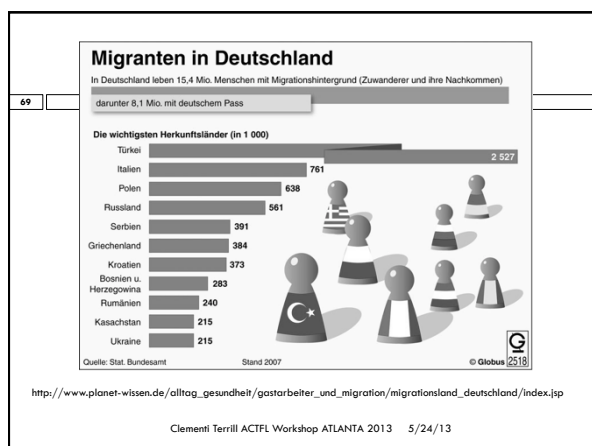
68

- ☐ Données insuffisantes
- ☐ Préoccupation mineure
- ☐ Quasi menacée
- ☐ Vulnérable
- ☐ En danger
- ☐ En danger critique d'extinction
- ☐ Éteinte ou éteinte à l'état sauvage



Pair students - give them a time limit and tell them to make statements or ask each other questions about the document.

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COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICAN STUDENTS FOR COLLEGE & CAREER

Reading: Anchor Standard 7
Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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L1 or L2

- Several studies have shown that learners receive higher comprehension scores when they are tested in their native language.
- Assessing comprehension in the target language may limit learners' ability to demonstrate what they have comprehended.
- The language of recall affects FL readers' performance in terms of:
 - The amount of textual information recalled accurately
 - The number of inferences, elaborations, and metacognitive statements produced.

Teacher's Handbook Fourth Edition page 205 (Shrum and Glisan)

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Formative Assessment: Either/or

After reading a story, identify correct information given "Either-Or" choices

Want to Know	Either	Or
1. Where the family lives	___ in Paris	___ in the suburbs
2. Where the family lives	___ in a house	___ in an apartment
3. Pets in the family	___ cat	___ dog

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Sample Assessment Strategies

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Why can't all young people go to school? Predict possible reasons.

Possible Content (Predicted)

1. Economic reasons
2. No secondary schools nearby
3. Civil unrest / war
4. Disinterest / boredom
5. Gender issues
6. Family reasons

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Sample Assessment Strategies: Interpretive

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Why can't all young people go to school?

Possible Content (Predicted)	Found in article?
1. Economic reasons	1.
2. No secondary schools nearby	2.
3. Civil unrest / war	3.
4. Disinterest / boredom	4.
5. Gender issues	5.
6. Family reasons	6.

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Sample Assessment Strategies: Interpretive

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Why can't all young people go to school?

Possible Content (Predicted)	Found in article?	What is the information?
1. Economic reasons	1.	
2. No secondary schools nearby	2.	
3. Civil unrest / war	3.	
4. Disinterest / boredom	4.	
5. Gender issues	5.	
6. Family reasons	6.	

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What Counts - Interpretive

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- **WHAT COUNTS = WHAT THE LEARNER UNDERSTANDS**
 - NOT Translation
 - May use native language to demonstrate understanding
- **Literal Comprehension + Cultural Knowledge**
 - Facts/Knowledge
 - Main idea
 - Key word recognition
 - Important words or phrases
 - Supporting details
- **Interpretive Comprehension + Cultural Understandings**
 - Genre, Organizing Principles, Style
 - Author Tone, Perspectives
 - Key Concepts
 - Word Inferences, Cultural Inferences
 - Cultural Background
 - Personalization, Relevance to "real world", Insights

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ACTFL IPA INTERPRETIVE TASK COMPREHENSION TEMPLATE

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- Main idea:** Using the article, provide the main idea(s) of the article in English.
- Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below.
A. B. C. D.
E. F. G. H.
- Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*
Based on the article, write what the following 3 words probably mean in English.
1. 2. 3.
- Inferences:** *Note to teacher: Write 2 open-ended questions – "why do you think that", "what might be the effect of", etc. – that require inference on the part of the reader.*
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.
1. Question: Use details from the article to support your answer.
2. Question: Explain using details from the article.

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ACTFL IPA INTERPRETIVE TASK COMPREHENSION TEMPLATE, cont.

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- Author's perspective.** *Note to teacher: Provide one correct answer and two distractors. Possible options may include clinical/scientific, moral/religious, humanistic, factual/historical, comic, etc.)*
Circle the letter of the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.
- Comparing cultural perspectives.** *Note to teacher: Here are possible types of questions: What are the cultural similarities and differences between XXX and XXX? How do the practices/products in the article reflect the target culture perspectives? What did you learn about the target culture from this article? How would this article have been different if it were written for a US audience?*
Answer the following questions in English.
- Personal reaction to the text.** Using specific information from the text, describe your personal reaction to the article. Be sure to provide reasons that support your reaction.
- Organizing principle.** How is this article organized? Circle all that apply.
A. Chronological order B. Pros and cons C. Cause/effect
D. Compare/contrast E. Story telling F. Problem and solution

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

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Interpersonal Mode

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- Two-way communication
- Pleasure...to accomplish a task
- Spontaneous
- Negotiated



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Interpersonal Communication

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Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

1. The active negotiation of meaning among individuals.
2. Participants observe and monitor one another to see how their intentions and meanings are being communicated.
3. Adjustments and clarifications can be made accordingly.
4. Participants need to initiate, maintain, and sustain the conversation.

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How often do you _____ to communicate or socialize with people in your life?

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Source: teen data from Pew Research Center, 406 teens, oversample of minority families, interview in English and Spanish	Every Day	Several times a week	At least once a week	Less than once a week	Never/ Cannot do this
Send and receive text messages	63	6	3		26
Talk to people you know on your cell phone	39	19	12	5	25
Spend time with people in person, doing social activities outside of school	35	32	26	3	4
Exchange messages through social network sites like MySpace or Facebook	29	20	17	10	25
Exchange instant messages	22	15	13	11	39
Talk to people you know on a landline or home telephone	19	22	20	20	20
Exchange email with each other	6	11	20	23	39

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ACTFL Proficiency Guidelines 2012 - Speaking

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Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major time frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.


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Interpersonal Communication....

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is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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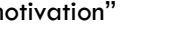
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Speaking and Listening: Anchor Standard 1

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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What's the "engagement" and "motivation" to be in the conversation?

Activating interest (a direction for the conversation)

1. Come to agreement
2. Find out how much you have in common
3. Identify the biggest difference between you

Creating a context (a reason for the conversation)

1. Decide if you can be partners
2. Make a decision about who, what, where, when, how
3. Explore two sides of a debate question


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Communicatively Purposeful?

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Typical Classroom Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

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Speaking and Listening: Anchor Standard 6

Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Learner preparedness

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- ☐ Background knowledge, personal experiences
- ☐ Familiarity with person/people in conversation
- ☐ Knowledge and understanding
- ☐ How to negotiate meaning
- ☐ Opportunities to practice

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Compare daily routines

ACTFL Webinar
Donna Clementi

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Individual Accountability

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Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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Strategies for Cooperative Work

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Think – Write - Pair - Share



The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

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Strategies for Cooperative Work

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Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



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Have a conversation about these pictures

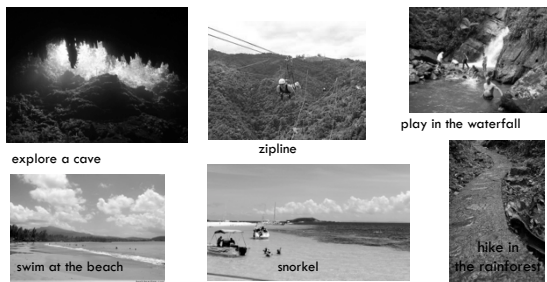
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Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

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Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

96



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Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

97



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Have a conversation about these pictures.

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Do you want to.....? I want / don't want...

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- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Do you like?

100

Yes, I like mofongo because I love garlic.

No, I don't like mofongo because I don't like plantains.



Mofongo relleno de camarones

<http://www.elboricua.com/recipes.html>

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- ☐ plantains
- ☐ garlic
- ☐ vegetable oil
- ☐ ham/bacon
- ☐ shrimp
- ☐ olives

Do you like?

101

Yes, I like arroz con pollo because I love garlic.
No, I don't like arroz con pollo because I don't like plantains.



Arroz con pollo

<http://www.elboricua.com/recipes.html>

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- ☐ rice
- ☐ chicken
- ☐ olives
- ☐ tomato sauce
- ☐ sofrito

What do you prefer? Why?

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What do you want for dinner?

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Brainstorming

words related to activities/making plans

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Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

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Brainstorming

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Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

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Raise the proficiency level

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Create a sentence that combines
the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

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Create a sentence that combines
the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Ask Questions

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Strategies: Hierarchy of questions

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- ☐ Yes/no
- ☐ Either/or
- ☐ What? When? Where? Who?
- ☐ Why? How?
- ☐ Describe...
- ☐ Tell me more...
- ☐ Can you explain/give an example
- ☐ Tell me about a time when....



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Develop the Role Play

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You are talking with a friend about the possibility of going to a summer camp in Puerto Rico. Your friend lives in Puerto Rico and would like for you to come.

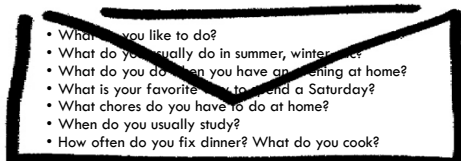
- find out what you would do each day especially in bad weather
- explain what you really like to do and figure out what your friend likes to do
- explain why you don't like to do something

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Maintain the Conversation

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Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.



- What do you like to do?
- What do you usually do in summer, winter, etc.?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

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Maintain the Conversation

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No time to write the questions, use images from the unit.



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Talking about realia....

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Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



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Two pictures are better than one

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China



Mexico

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Structured Debate

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Where would you rather live and why?
What might cause you to change your mind and why?



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Scored Discussion

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Move from:	1 - 3 - 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Gretta Murray, French Teacher, Medford, WI

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What Counts: Interpersonal

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- Key Concept: Communicate in unrehearsed/unplanned situation
 - "Real life" situations
 - Continuous use of the target language
 - Asks follow-up questions to keep conversation going
 - Requests clarification as needed
 - Uses culturally appropriate language, gestures

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Student Can-do's

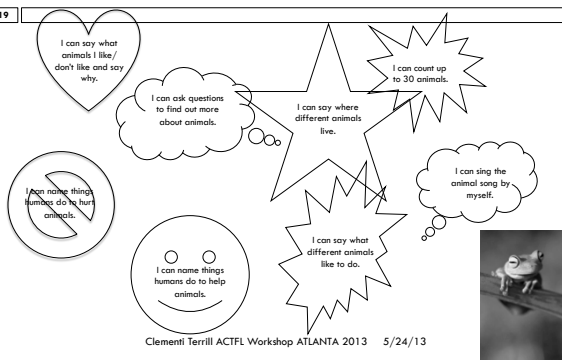
118

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

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Self-assessment

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Teacher Observation Check List

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	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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Talk Scores (Shrum & Glisan)

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	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	√	√	+	+
Student 3	-	-	+	+

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Interpersonal Scoring Guide

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	Needs attention	Yes, some evidence	Yes, consistent evidence
Initiates an idea/opinion			
Adds new information			
Responds to other's comments			
Asks questions			
Listens attentively			

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Interpersonal Mode: Sample Scoring Guide

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	No opportunity for this	Never or rarely	Some of the time	Most of the time	Always
Staying in the target language					
Contributing equally to activity					
Staying on task					
Helping each other					
Encouraging each other					
Sharing ideas					
Solving problems					
Giving feedback respectfully					
Accepting feedback respectfully					

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Rubric for Interpersonal Task

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	Approaching	Acceptable	Strong
Culture/Cultural Awareness	Limited or no references to the target culture; limited or no use of idioms, gestures,	Refers to the target culture appropriately during conversations; uses some idioms, gestures during conversation	Adds relevant information about the target culture to enrich the conversation; uses idioms and gestures during conversation
Comprehension	Understands a limited amount of the conversation	Understands most of the conversation; may need occasional repetition or rewording	Understands all of the conversation without difficulty
Comprehensibility	Is not easily understood; must repeat often and ask for help from others	Is understood with only occasional need to repeat or reword	Is easily understood
Communication strategies	Responds to some questions and comments; frequently says "I don't understand" or "I don't know" in response to questions	Responds to others' comments and can ask questions of others; asks for repetition as needed; shares talk time with others	Keeps the conversation going; asks for clarification as needed; encourages others to participate
Language control	Responds with single words and short phrases; may use words or phrases in English; some errors may interfere with communication.	Speaks in phrases and short sentences; may use a word or two in English; errors do not interfere with communication	Speaks in sentences in the target language; errors are minor and do not interfere with communication

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Presentation Mode

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- One-way communication
- Classmates – native speakers
- Informal - formal



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Presentation Communication....

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is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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ACTFL Proficiency Guidelines 2012 - Writing

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Novice	<ul style="list-style-type: none"> • produce lists and notes, primarily by writing words and phrases. • provide limited formulaic information on simple forms and documents. • reproduce practiced material to convey the most simple messages.
Intermediate	<ul style="list-style-type: none"> • meet practical writing needs, such as simple messages and letters, requests for information, and notes. • ask and respond to simple questions in writing. • create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. • write primarily in present time. • use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.
Advanced	<ul style="list-style-type: none"> • write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. • narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. • produce connected discourse of paragraph length and structure. • show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

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Learner preparedness

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- ☐ Familiarity with presentational method
- ☐ Knowledge of multimedia
- ☐ Background knowledge, personal experiences
- ☐ Personal interest
- ☐ Knowledge and understanding related to the target language
- ☐ Clear understanding of purpose
- ☐ Ability to seek feedback and make appropriate edits
- ☐ Ability to proofread, self-correct
- ☐ Time allocated for revisions and rehearsals
- ☐ Past success

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Common Core Writing Standards

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- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

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Writing 2011 Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20

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Writing: Anchor Standards 1, 2 & 3

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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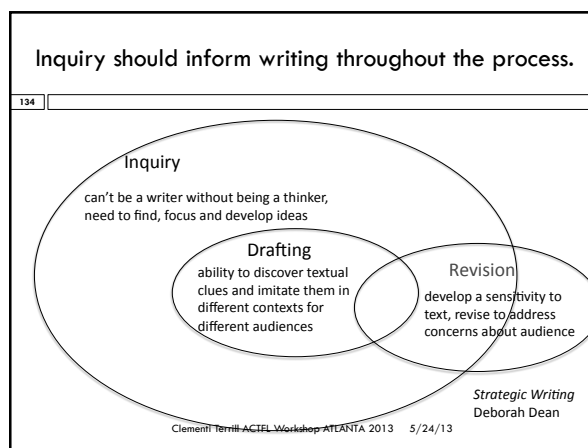
132

Narrative	Persuasive/Opinion/Argument	Informational and Functional/Procedural
<ul style="list-style-type: none"> • Personal narrative • Fiction • Historical fiction • Fantasy • Narrative memoir • Biography • Narrative nonfiction 	<ul style="list-style-type: none"> • Persuasive letter • Review • Personal essay • Persuasive essay • Literary essay • Historical essay • Petition • Editorial • Op-ed column 	<ul style="list-style-type: none"> • Fact sheet • News article • Feature article • Blog • Website • Report • Analytic memo • Research report • Nonfiction book • How-to-book • Directions • Recipe • Lab report

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Narrative			
End of Grade 2	End of Grade 4	End of Grade 8	End of Grade 12
<ul style="list-style-type: none"> Narrate a single event Provide a reaction to what happened Elaborate the event Include details for actions, thoughts and feelings Provide closure 	<ul style="list-style-type: none"> Establish a situation Orient the reader Introduce a narrator and/or characters Organize a sequence of events that unfolds naturally Describe actions, thoughts, and feelings to develop experiences or events Use dialogue to show the response of characters Use concrete and sensory language to convey experiences precisely Use words and phrases that show the movement of time Create a conclusion that flows from the events 	<ul style="list-style-type: none"> Establish a context and point of view Consider pacing Signal shifts in time and place Reflect on events in the conclusion 	<ul style="list-style-type: none"> Set out a problem and establish its significance Sequence events so that they build on one another Create a particular tone Convey vivid pictures Provide a conclusion that reflects on what is resolved

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Fat Drafting – Build up a text before revising it.

Acts of Revision: A Guide for Writers, Wendy Bishop

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- Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

adapted from *Strategic Writing*, Deborah Dean

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Peer Evaluation

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Edit #1: Content and Organization

Editor's name: _____ **Author's name:** _____

1. Number each paragraph. Use the numbers to make reference to your comments.
2. Read the draft carefully.
3. Place a check next to each statement you find to be true of this paper:
 - _____ 1. The author followed the directions for the assignment.
 - _____ 2. The draft is well organized; it has a *presentación*, a *complicación*, and a *resolución*. Please identify these by writing *P*, *C*, and *R* where they occur.
 - _____ 3. There is a logical ending; the draft does not simply stop.

If one of the above is not checked, please give the reason(s):

1. Should the author add anything, such as details?
2. Does any part need to be moved to improve organization?
3. What is this composition about?
4. What is the best part of this composition?

Please give at least two suggestions you feel would improve this paper.

Dr. Deborah Baldini, University of Missouri-St. Louis

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Peer Evaluation, cont.

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Edit #2 Editor's name: _____

- _____ 1. Appropriate word choice (no English or "Spanglish").
- _____ 2. Verbs and subjects agree.
- _____ 3. Correct use of preterite.
- _____ 4. Nouns and adjectives agree.

Please add any constructive comments or final recommendations for revision:

Dr. Deborah Baldini, University of Missouri-St. Louis

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Criteria for Presentational Mode

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- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Language control <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy <ul style="list-style-type: none"> <input type="checkbox"/> Pronunciation <input type="checkbox"/> Spelling <input type="checkbox"/> Grammatical Structures <input type="checkbox"/> Sentence structure <input type="checkbox"/> Time <input type="checkbox"/> Organization <ul style="list-style-type: none"> <input type="checkbox"/> Beginning, middle, end <input type="checkbox"/> Paragraphs <input type="checkbox"/> Opening "hook" <input type="checkbox"/> Interest/impact <ul style="list-style-type: none"> <input type="checkbox"/> Attention to audience <input type="checkbox"/> Content (choice, accuracy) <input type="checkbox"/> Interest | <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Correct choice of words <input type="checkbox"/> Variety <input type="checkbox"/> Visual support <ul style="list-style-type: none"> <input type="checkbox"/> Organized <input type="checkbox"/> Enhances understanding |
|--|---|

NON-NEGOTIABLES
(Minimal requirements)

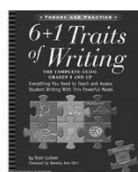
POLISHED/ON-DEMAND

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6 + 1 Traits of Writing

Ruth Culham

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ISBN-13: 978-0439280389

- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

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Ideas

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Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

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Use Inquiry

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Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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Writers consume more than they produce.

142



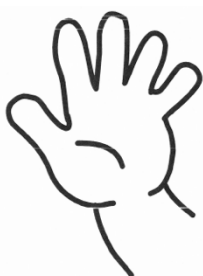
- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

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Generating Ideas

143

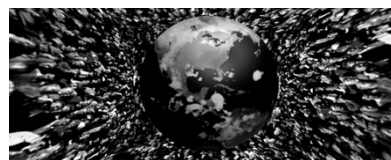


- Student’s trace hand on paper.
- They write the important topic on the palm of the hand.
- They write 5 facts about the topic on each finger.
- Students pair with a partner to share their outline.

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Teammates Consult

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What are the implications of reaching 7 billion for the Earth’s population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

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Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

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Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



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Picture This

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- Use an image, show for 1 minute, cover, each student writes words, phrases and sentences to describe.
- Segment image into 6 quadrants, show each quadrant for 1 minute, allow students to write out of context description
- Finally show entire image again for one minute.

6 + 1 Traits of Writing - Ruth Culham

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La Guernica

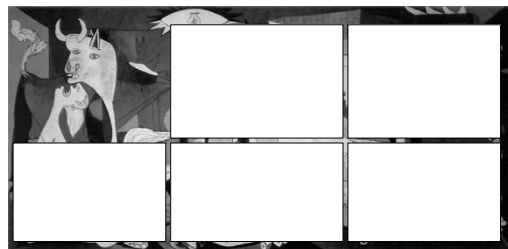
Pablo Picasso

147

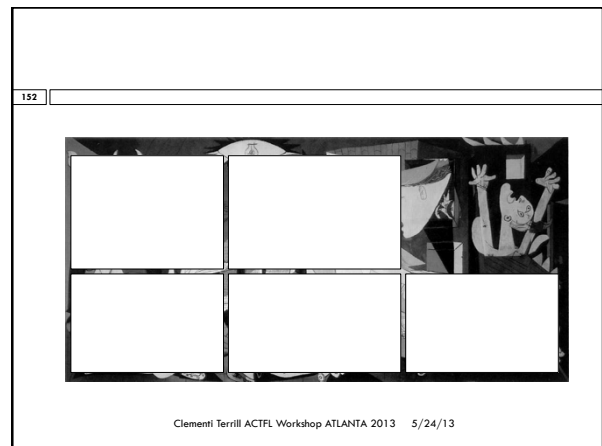
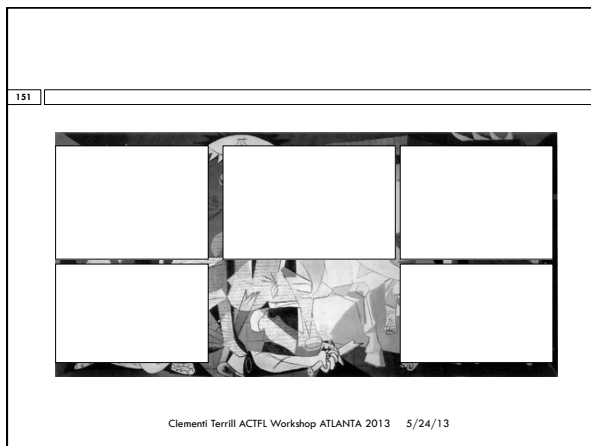
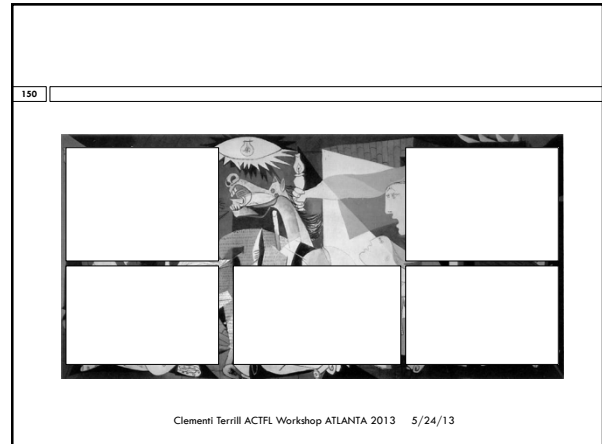
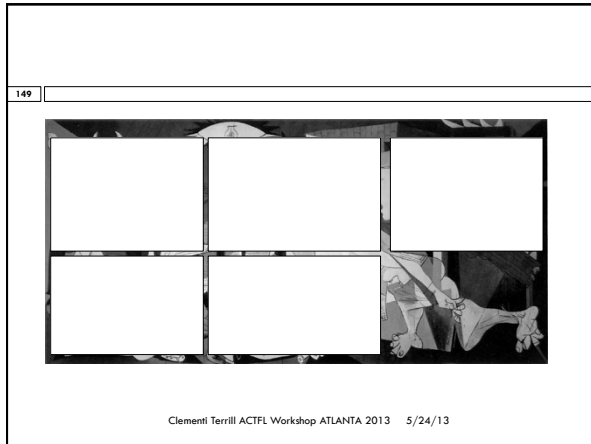


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R.A.F.T.S.

persuade, analyze, create, predict, compare, defend, evaluate

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Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

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Sentence Fluency

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"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

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Write 5 sentences about summer.....

155

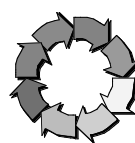


It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

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Teach transitions

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but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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Building Blocks

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Rosita made tortillas _____


_____ where ? _____ with whom?

_____ when ? _____ at what time? _____ why?

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Organization

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"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."

Ruth Culham

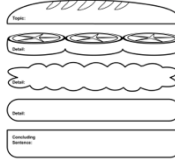
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Graphic Organizers


HOUGHTON MIFFLIN HARCOURT
Education Place

159

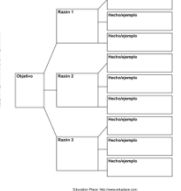
Sandwich Chart
Write your topic at the top. Add details to the middle square. Add a concluding sentence at the bottom.



Ice-Cream Cone
Write your topic on the cone. Add details to each swirl.



Safe de presentation (Presentation Wheel)
Write your topic in the center square. Write details around it in the segments. Round off the details with your own words.




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An unusual meal.....

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Write a topic sentence with at least (10) words.



Sentence 2

Sentence 3

Sentence 4

Write a closing sentence with at least (10) words.

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Speaking and Listening: Anchor Standard 4

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

162



“Word choice is about the use of rich, colorful, precise language that communicates..... in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

Ruth Culham

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- Tier One – for everyday communication
- Tier Two – to increase sophistication of expression
- Tier Three – domain-specific

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Subject

noun, noun
adjective, adjective, adjective
short sentence or phrase about the subject
restate the subject

Paris

museums, monuments
dynamic, exciting, alive
a cultural tapestry this
City of Lights.

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Expand a Headline

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Maillots et pectoraux étaient de sortie ce matin en bords de Seine. © Radio France Charlotte Gauthier

**Cent baigneurs en Seine pour un bain glacé
LE DIMANCHE 25 MARS 2012 À 11:50**

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Language: Anchor Standard 6

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Conventions

167



"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

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Ruth Culham

A Note About Grammar Instruction

168

The Carnegie Corporation's Writing Next (Graham and Perin 2007) one of the largest recent of the largest recent meta-analysis reports of writing programs and approaches, reviewed numerous quantitative research studies on practices in writing and student achievement. In summarizing their research, the authors devote a section to what they title "A Note About Grammar Instruction." They write:

Grammar instruction in the studies reviewed involved the explicit and systemic teaching of the parts of speech and structure of sentences. The meta-analysis found an effect for this type of instruction for students across the full range of ability, but surprisingly, this effect was negative. This negative effect was small, but is was statistically significant, indicating that traditional grammar instruction is unlikely to help improve the quality of students' writing. Studies specifically examining the impact of grammar instruction with low-achieving writers also yielded negative results (Anderson 1997; Saddler and Graham 2005). Such findings raise serious questions about some educators' enthusiasm for traditional grammar instruction as a focus of writing instruction for adolescents.

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Great Art of France: Virtual Visits

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Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Déçu à Paris

170

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

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VERB POEMS

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I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.

My friends had a good time, but I slept in the hotel.

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Presentation

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"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."

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Ruth Culham

<http://novastartalk.nvcc.edu/>

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Unit 1: Presentation Tools

When we think of presentation tools, digital slides with text and graphics immediately come to mind. These ubiquitous presentation tools fit the bill and have their role in this unit, but we also want to include free and easy to use applications that allow users to combine audio and video, text and graphics in new and exciting ways. Most of all, we want to put these tools into the hands of the students. We want them to use the presentation tools as support while telling stories in the target language, to build texts and episodes for conversation in the classroom and online and to make original "voices" with a distinct feel for the target culture.

Using Voices to Create Custom Audio Tours

Voices is a free program that allows you to combine photographs, custom maps and voice recordings to create beautiful, interactive virtual tours.

Using Windows Movie Maker to Share and Showcase Videos in the World Language Classroom

Windows Movie Maker comes with Microsoft Windows and is software to edit video files. It features transitions, title and credit animations, which helps movies to look professionally done.

Praxis: Using Presentation Tools in the World Language Classroom

Praxis is an online presentation builder which can be used to introduce classroom topics in a much more creative and dynamic way than PowerPoint slides.

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padlet.com

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example provided by Julie Hoyt

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edu.glogster.com

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El Yunque

La gente Taino habrán hecho muchas caminatas espiritual, a la parte superior de Yunque. Todavía se siente muy especial en El Yunque, La Roca, Mt. Britton y Los Picachos píos y un aura de misterio que rodea al bosque enano!

<http://www.glogster.com/tertrillindy/el-yunque/q-6leim2qvpas5pfn4bbva0>


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Presentation Rubric

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	Strong	Meets Expectations	Approaching Expectations
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit	I use some variety in vocabulary choice, incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

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Writing: Anchor Standard 6
Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.


Speaking and Listening: Anchor Standard 6
Presentation of Knowledge and Ideas

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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Global Challenges

Important Question: What do you need to live?



<http://rpcvmodison.org>

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Global Challenges: Water


179

Level	Important Question	Topics/Concepts
Elementary	What do we need to live?	<ul style="list-style-type: none"> Water for plants/crops Water to drink World biomes
Middle	How much water is available locally, nationally, globally?	<ul style="list-style-type: none"> Water supply around the world Climate change: impact on water Water use in daily life
High School	What can people do locally, nationally, globally to address the global water shortage?	<ul style="list-style-type: none"> Responsible use of water locally Water cooperation projects nationally and internationally Advocacy for World Water Day

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Unit Plan Template

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Language and Level	
Theme and Topic	Global Challenges: Water
Important Question	
Goals	
Performance Assessment	<p>Interpretive Tasks</p>  <p>Presentational Task Interpersonal Task</p>

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UN WATER
World Water Day
2013
International Year of
Water Cooperation

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World Language / ELL Consultant
Email: lterrill@gmail.com
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